

6 month due 6-2-03
12 month due 12-14-03
Closed 12-12-03

Douglas Improvement Plan

Principle 3: Appropriate Evaluation (Further/Additional evaluation data)		
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Although the Douglas School District steering committee identified comprehensive evaluation procedures as an area of promising practice, the review team identified evaluation/reevaluation procedures, including functional assessment, to be an area of non-compliance for the Douglas School District.</p> <p>The monitoring team determined that much of the district staff, including regular educators, complete a variety of functional evaluation skills assessments. However, staff did not understand this functional information is to be used for determining specific skills areas affected by the student's disability, the student's present levels of performance, their progress in the general curriculum or development of measurable annual goals and short term instructional objectives. Of the 29 files reviewed, 16 student files had no documentation of functional assessment completed during the evaluation process, or used to make educational decisions about the students.</p> <p>When completing reevaluations, the IEP team must decide what, if any, additional evaluation data is needed to decide whether or not the student continues to have a disability, the present levels of educational performance of the student, and whether or not the student requires special education and related services. If it is decided that no additional data is needed, the district must provide the parents with notice of this decision and the reasons for this decision. During file reviews and interviews, it was found that staff was unclear as to how to document when no additional evaluation data was needed or how to document when portions of a comprehensive evaluation were brought forward from a previous evaluation. For example, students with two or more consistent psychological exams may not have needed to be assessed again in ability, but the reevaluation documentation did not contain reference to the use of the previous assessment data, nor were the parents provided with notice of this practice. Without this documentation, it appeared as if students were not assessed in all areas of suspected disability. Parents were also not provided with all information concerning the assessments that the district proposes to utilize for their child.</p> <p>The review team also did not find assessments in the area of secondary transition for students of transition age. File reviews and staff interview found that these assessments were not included as part of the reevaluation process for students at the high school level.</p>		
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>All students will receive appropriate evaluations.</p>		
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>When no additional assessment data is needed, such will be documented on the consent form.</p>		
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible

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1. Consent for Evaluation form will be revised.	Jan. 1, 2003	Joan Dunmire
Please explain the data (6 month) This form has been updated.		
Please explain the data (12 month)		
2. Staff training on correct completion of the Consent for Evaluation form.	Feb. 1, 2003	Joan Dunmire
Please explain the data (6 month) The school psychologist has been trained on completion of the form correctly. The psychological data is the only data that will be brought forward from the previous testing. All other test data is updated.		
Please explain the data (12 month)		
3. One Consent for Evaluation form per building with documentation of no additional data needed or information brought forward from previous evaluation will be submitted by Special Education Director.	Jan. 1, 2004	Joan Dunmire
Please explain the data (6 month) All buildings have completed the required consent form appropriately. Since the Badger Clark building is for K-1 students each evaluation completes new testing and does not bring forth any data from previous evaluations. This also applies to the preschool program.		
Please explain the data (12 month)		

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Douglas Improvement Plan

Principle 3: Appropriate Evaluation (Functional Assessment)		
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Although the Douglas School District steering committee identified comprehensive evaluation procedures as an area of promising practice, the review team identified evaluation/reevaluation procedures, including functional assessment, to be an area of non-compliance for the Douglas School District.</p> <p>The monitoring team determined that much of the district staff, including regular educators, complete a variety of functional evaluation skills assessments. However, staff did not understand this functional information is to be used for determining specific skills areas affected by the student's disability, the student's present levels of performance, their progress in the general curriculum or development of measurable annual goals and short term instructional objectives. Of the 29 files reviewed, 16 student files had no documentation of functional assessment completed during the evaluation process, or used to make educational decisions about the students.</p> <p>When completing reevaluations, the IEP team must decide what, if any, additional evaluation data is needed to decide whether or not the student continues to have a disability, the present levels of educational performance of the student, and whether or not the student requires special education and related services. If it is decided that no additional data is needed, the district must provide the parents with notice of this decision and the reasons for this decision. During file reviews and interviews, it was found that staff was unclear as to how to document when no additional evaluation data was needed or how to document when portions of a comprehensive evaluation were brought forward from a previous evaluation. For example, students with two or more consistent psychological exams may not have needed to be assessed again in ability, but the reevaluation documentation did not contain reference to the use of the previous assessment data, nor were the parents provided with notice of this practice. Without this documentation, it appeared as if students were not assessed in all areas of suspected disability. Parents were also not provided with all information concerning the assessments that the district proposes to utilize for their child.</p> <p>The review team also did not find assessments in the area of secondary transition for students of transition age. File reviews and staff interview found that these assessments were not included as part of the reevaluation process for students at the high school level.</p>		
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>Student evaluation for Special Education will include functional assessment.</p>		
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Functional assessment will be completed and documented within the evaluation timelines.</p>		
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible

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1. Develop a functional assessment format to be used by all Special Education staff.	Jan. 1, 2003	Joan Dunmire
Please explain the data (6 month) Format was distributed to all staff.		
Please explain the data (12 month)		
2. Training of staff on functional assessment process and format.	Feb. 1, 2003	Joan Dunmire
Please explain the data (6 month) Written explanation of the format was distributed to all staff.		
Please explain the data (12 month)		
3. Special Education Director will review 2 FA per Special Education Teacher with assessment summaries and accompanying student IEP's.	Jan. 1, 2004	Joan Dunmire
Please explain the data (6 month) Seventeen staff members have submitted the required functional assessments. Eight staff members have not submitted functional assessments. In the fall of 2003, special education staff will receive training to refine the quality of the functional assessment reports and refine the process.		
Please explain the data (12 month)		

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Douglas Improvement Plan

Principle 3: Appropriate Evaluation (Transitional Assessment)		
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>Although the Douglas School District steering committee identified comprehensive evaluation procedures as an area of promising practice, the review team identified evaluation/reevaluation procedures, including functional assessment, to be an area of non-compliance for the Douglas School District.</p> <p>The monitoring team determined that much of the district staff, including regular educators, complete a variety of functional evaluation skills assessments. However, staff did not understand this functional information is to be used for determining specific skills areas affected by the student's disability, the student's present levels of performance, their progress in the general curriculum or development of measurable annual goals and short term instructional objectives. Of the 29 files reviewed, 16 student files had no documentation of functional assessment completed during the evaluation process, or used to make educational decisions about the students.</p> <p>When completing reevaluations, the IEP team must decide what, if any, additional evaluation data is needed to decide whether or not the student continues to have a disability, the present levels of educational performance of the student, and whether or not the student requires special education and related services. If it is decided that no additional data is needed, the district must provide the parents with notice of this decision and the reasons for this decision. During file reviews and interviews, it was found that staff was unclear as to how to document when no additional evaluation data was needed or how to document when portions of a comprehensive evaluation were brought forward from a previous evaluation. For example, students with two or more consistent psychological exams may not have needed to be assessed again in ability, but the reevaluation documentation did not contain reference to the use of the previous assessment data, nor were the parents provided with notice of this practice. Without this documentation, it appeared as if students were not assessed in all areas of suspected disability. Parents were also not provided with all information concerning the assessments that the district proposes to utilize for their child.</p> <p>The review team also did not find assessments in the area of secondary transition for students of transition age. File reviews and staff interview found that these assessments were not included as part of the reevaluation process for students at the high school level.</p>		
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>All students age 14 and younger if the student will turn 14 during the year of the current IEP.</p>		
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All students age 14 and older will have appropriate transition evaluations.</p>		
Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible

6 month due 6-2-03

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1. Prior Notice will include notification of transition assessment. A. Training on transition will be provided to Special Education staff. B. Two Prior Notices per building will be submitted and reviewed by the Special Education Director.	Jan. 1, 2004	Joan Dunmire
Please explain the data (6 month) Prior notices reflect the need for functional assessments as part of evaluation but still do not consistently reflect transition assessments as part of evaluation data to be collected. This step will be reviewed in the fall, 2003.		
Please explain the data (12 month)		
2. Consent for Evaluation form will include a section regarding transitional assessment. A. Two Consent for Evaluation forms per building which include transitional evaluation information will be submitted for review by Special Education Director.	Jan. 1, 2004	Joan Dunmire
Please explain the data (6 month) The high school indicates transition assessment as part of the evaluation on the Consent for Evaluation form. This is not consistent at the middle school.		
Please explain the data (12 month)		
3. Transitional assessment will be determined to include: A. Staff training on transitional assessment. B. Special Education Director will review two transitional summaries on the MDAT/PLOP from each middle school/high school Special Education Teacher.	Jan. 1, 2004	Joan Dunmire
Please explain the data (6 month) Five staff members have completed transitional assessment summaries that are attached to the MDAT. Three staff members have not completed a transition summary. Transition data is reflected in the PLOP statements of the IEP.		
Please explain the data (12 month)		
4. Parent receipt of the transitional assessment will be documented via the IEP.	Jan. 1, 2004	Joan Dunmire
Please explain the data (6 month) Additional data is needed on this item.		
Please explain the data (12 month)		

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5. Special Education Director will review two IEP's with reference to transition evaluation summarized in PLOP and transition pages per high school grade level Special Education teacher.	Jan. 1, 2004	Joan Dunmire
Please explain the data (6 month) Three high school sped teachers complete IEP's with appropriate PLOP and activities. Two staff continue to work on this area.		
Please explain the data (12 month)		

Improvement Plan

Principle 5: Individualized Education Program
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Transition services must be a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities. These services could include postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. The coordinated set of activities must be based on the individual student's needs and take into account the student's preferences and interests. The Douglas School District steering committee did identify transition as an area that is out of compliance and the review team agrees that secondary transition is an area of non-compliance for the district. The monitoring team found the Douglas School District did not ensure that IEPs of students addressed transition as a coordinated set of activities with a goal-oriented approach. Through review of all IEPs and student files seen at the transition level, the review team found that courses and activities were not related to the overall goal, and the goals and transition plans were generic and did not address individual future outcomes, but focused primarily on passing courses and graduating. Through interview with district staff, the team became aware that staff is unclear how to integrate transition planning and the planning of coursework for students at the high school level.
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Students age 14 and above will have an IEP which addresses transition service needs.
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Students age 14 and above will have an IEP which addresses transition service needs.

6 month due 6-2-03

12 month due 12-14-03

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Short Term Objectives or Benchmarks: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible
1. Special Education Director will review one IEP from each high school Special Education Teacher that includes a coordinated set of transition activities and goals based upon PLOP.	Jan. 1, 2004	Joan Dunmire
Please explain the data (6 month) Three staff members reflect coordinated transition activities on the IEP's. Two continue to work in this area. Two staff members will attend training in this area in the summer of 2003. They will train the other staff at the high school.		
Please explain the data (12 month)		
2. Training of Special Education staff and how to develop individual and appropriate transition plans for students age 14 and above.	May 2003	State
Please explain the data (6 month) Three staff members reflect appropriate transition plans on the IEP's. Two continue to work in this area. Two staff members will attend training in this area in the summer of 2003. They will train the other staff at the high school.		
Please explain the data (12 month)		